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PM 608 The Servant as Pastoral Care Giver

Anthony J. Headley

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ASBURY THEOLOGICAL SEMINARY

**A Syllabus and General Guide for
PM 608: The Servant as Pastoral Care Giver
Spring Semester, 2000**

3:50-5:05 pm, TR

**Anthony J. Headley, Ph.D.
Professor of Counseling**

“Besides seeing other persons for who they really are, I must see myself as I am. I need to see what I am doing and whether what I am doing helps or hinders the growth of others.”

Mayeroff

I. Course Description

This course is about pastoral care. I mean that in two senses: First, the ability of pastors to care for their own lives. Second, the ability to provide spiritual and whole-person care for other persons. Traditionally, pastoral care is largely understood in the latter sense. I consider that unfortunate since the ability to care for others is partly based on competence in self-care. Thus this course begins with an emphasis on personal care. This theme shall be revisited throughout the semester in various forms. The bulk of the course will be devoted to having students develop the ability to think like a pastor and becoming a person who communicates a pastoral presence. You will also learn about the unique role of a pastor and the basic kinds of personal and collective concerns that pastors typically encounter.

II. General Goals

1. Develop and incorporate an understanding of pastoral care as a valid component of ministry, foundational to caring for others
2. Identify personal issues that may potentially strengthen or harm your ministry.
3. Establish healthy personal boundaries and ethical behaviors.
4. Learn how to think and act like a pastor.
5. Integrate learnings from other theological studies through reflection upon specific acts of ministry.
6. Understand some of the basic principles of listening, empathic responding and conversing as a pastor.
7. Discover models for recruiting, training and supervision of lay caregivers.

III. Objectives of the Course

To help you cultivate the habit of thinking like a pastor in your interactions with people during times of caring for them as an integral part and extension of the ministry of the community of faith.

Specific Objectives: Upon completion of this course you should be able to:

A. Explain in writing:

1. An understanding of the historical, biblical, theological and theoretical foundations for personal care and counseling.
2. A sound rationale for seeing personal care (ministry) as foundational to providing pastoral care

3. A plan for care and counseling from a specific case example.
4. Participate in a team research project and present recommendations for action plans to a pastoral care concern.
5. Critically reflect on pastoral care and counseling issues.
6. Give critical, yet caring, comments on the ideas of other colleagues.

B. **Express** orally in class peer counseling sessions the ability to use basic listening skills and the art of hosting a pastoral conversation.

C. **Use** multiple resources for discovering information about caring ministry, especially the World Wide Web.

D. **Present and respond** to challenging material in a highly interactive dialogue with increased perceived ability to raise critical questions and make helpful and insightful responses to the work of others.

IV. Prerequisites for PM 608

Upon admission to the seminary no prerequisites for PM 608 are required. This course is foundational for further classes in pastoral care and counseling.

Special Assignments

A. **Letters to the Professor:**

1. **Definition:** Letters to the Professor are opportunities for you to expand your knowledge by putting into written form the thoughts, experiences and questions regarding a particular subject. It is an interactive engagement between the person writing the reflection and the professor.
2. **Subjects:** The letters are to be limited to the subjects directly related to pastoral care and counseling. These subjects include: class presentations; readings in textbooks and research; personal experiences in providing or receiving care and counseling; personal thoughts and feelings about the pastoral ministry; questions to oneself or to the instructor. The subject does not include personal journaling, diary writing or blowing off steam.
3. **Methodology:**
 - a. **Use personal pronouns:** Referring to yourself as the writer use I, me or my, in all cases and never use you unless it is a direct quote, or it is addressed to the instructor. Claim your own experience instead of legitimizing it through projection onto another person.

- b. Avoid words like: must, should, need to, ought to, have to or other moral imperatives that sound “preachy. Save these words for emergencies.
- c. Avoid generalizations or analyzing words and phrases such as: “the truth is,” “in reality,” “all people,” “everyone,” “people say,” “research says” and “you know.” Just tell the story, or ask the question.
- d. Write as specifically as possible. Use the journalistic format of who, what, when, where, and how.
- e. Write for your own learning. Avoid trying to impress the professor as the primary goal of writing. Be yourself by writing boldly. Demonstrate the struggle that comes from discovering new information, ideas and concepts. Ask yourself good growth oriented questions rather than asking the professor too many questions. Concerns about your own counseling skills are especially important in these letters.
- f. Write regularly. The letters to the professor are an investment in your education. They take time, thought and energy each week. No more than two letters will be accepted in any given week, up to the next to the last assigned due date. No letters will be accepted after April 25th.
- g. Length of the reflection letters: Two no. 12 font size, double spaced, 8 1/2 x 11 pages about 550-600 words will be written per reflection. The quality of the letter is more important than the number of words.
- h. Examples: See folder on reserve: “Dialogical Reflection Examples.”

Due Dates: Reflections are due at the start of the Tuesday class periods on the following days: Feb. 29, March 14, 28, April 11, May 2.

Papers one week past the due date will be graded lower for each week overdue.

Letters must be placed in the manila folders used for taking attendance. If you miss the assigned date, wait until the following Tuesday. No papers will be read if submitted through other means.

Grading: **You are required to complete 4 letters.** However, five dates are provided. This means that even you can skip a paper for one of those dates. Each of the four letters will be graded by the standards established in the methodology given above. Letters will be assigned a numerical grade of 1-5 for each of the four papers with a **maximum** total of 20 points.

Samples: Several copies of reflections by former students of this class (with their permission), are available for your review in the library reserve section for PC&C 608. Please note that these

were called dialogical reflections. Your letters will be personally addressed to me instead of an unnamed reader.

B. Team Research Paper:

1. Definition: A team is a small group of three to four course colleagues mutually committed to researching a pastoral care topic and writing a composite report with specific recommendations for action. Working together with colleagues to achieve a common goal is an important skill in the life of a church. This may demand more of you than doing the job alone. Most academic work is individually produced, on the other hand most work in the church is accomplished through cooperation with others. This course is designed to help you learn how to work with others in cooperative program development through conceptualization, planning, research, writing and execution of a specific pastoral care concern.
2. Methodology: Each team will choose a pastoral care issue not covered in class, but of mutual interest to all members of the team from the suggested list provided in class for you. The paper will begin with a focal problem or scenario. The first page will give a brief Vignette (short story) that situates the research project in the context of ministry. The last page will give a summary of findings from the research and recommendations for action to meet the needs of the initial pastoral care concern. Teams are required to do an internet search on the topic chosen for research. See the folder on library reserve for proper documentation of internet sources. Each paper will be graded according to the following criteria:

The Opening Vignette -	Is relevant to research topic Presents a feasible pastoral problem.
The Body of Research -	Flows naturally out of the opening vignette Is well integrated by the team, as if written by one person. Must use the Internet as a resource (explicitly stated in paper). Is thoroughly addressed by the team. Is written in a well-constructed writing style with minimal errors throughout.
The Closing Vignette -	Makes practical use of the research in responding to the initial problem. Brings closure to the team's paper.

Each team member will exchange a copy of the research paper with three classmates not in your team research group.

3. Due date: April 27

4. Class credit: 20 % of the final grade Note: Normally all team members will receive the same grade – however grades may vary according to team evaluation reports.

VI. Reading Assignments:

You are required to read a minimum of 1500 pages. A collateral reading report card will be distributed at the start of the semester. Keep a careful record of your reading. Add and total the number of pages. You do not need to account for the amount of clock time you read. Turn in the report at the beginning of the final exam period.

Be critical of what you read. Do not take the books and articles as the final authority. Just because it is printed does not make it Absolute Truth. I have chosen the readings because they are provocative and informative. If you disagree that is fine; however, you must clarify in your mind the reasons and evidence upon which you are basing your disagreement. Keep an open mind and attention to what the authors have to say. Compare their insights to other authors and your own experiences. To get the most out of your readings reserve time to reflect. Enter into a silent dialogical conversation with the authors to discover your agreements and disagreements.

A. Required Reading:

1. Dinkins, Burrell & Losoney. "Grief"
2. **Frederic, Harold. *The Damnation of Theron Ware.***
(I suggest that you read this novel before the start of the semester.)
3. Kollar, Charles Allen: *Solution-Focused Pastoral Counseling*
(This is our basic text for the theory and practice of pastoral counseling)
4. Kuenning, Delores. *Helping People Through Grief.*
(Many students find this to be a very emotional book. You may want to read a few chapters at a time.)
5. Nichols, Michael P. *The Lost Art of Listening:* (This is the best book available for learning how to really listen and to discover why this is so difficult to do.)
6. Steinborn, Melvin. *The Lay Driven Church: How to Empower the People In Your Church to Share In the Task of Ministry.*
7. Steinke, Peter. *How Your Church Family Works.*
(Read this as soon as possible. We will use it early in the semester.)

B. Recommended Readings:

Eppley/Melande. *Starting Small Groups and Keeping Them Going*

Hands, Donald, & Fehr, Wayne. *Spiritual Wholeness for Clergy*

Hartman, Olov. *Holy Masquerade* (Read with *The Damnation of Theron Ware* (on reserve)

Headley, Anthony, *Achieving Balance in Ministry*

Mosley, E.E. *Priorities in Ministry*.

Patton, John. *Pastoral Care In Context*

Peterson, Eugene. *Working the Angles*

Rhode, Helga. “*Dealing With Conflict and Confrontation*” (library reserve). Film also available.

Seamands, David. *The Healing of Damaged Emotions*

Shawchuck, Norman & Heuser, Roger. *Leading the Congregation: Caring for Yourself While Serving the People*.

Stone, Howard W. *Theological Context for Pastoral Care Giving*.

Switzer, David. *The Minister As Crisis Counselor*

Course Credit: 15% for 1,500 pages read.

Articles on Reserve:

Addictions: Sexual

Addictions: Church Professionals and Work Addiction

Burnout: Clergy Burnout

Clergy Sexual Misconduct: The Prevalence and Contributing Factors of Sexual Misconduct among Southern Baptist Pastors in Six Southern States

Clergy Marriage: Clergy Divorce Spills into the Aisle

Pastoral Counseling: “Sex in the Parish”

Boundaries: “Sex in the Parish”

Boundaries: Sexual Exploitation

“Saying No”

Mentors, Marriage

Boundaries: “Incest and Clerical Relationships”

Boundaries: Dialogical Reflections

Boundaries: “Conduct Unbecoming a Preacher”

Dual Clergy Couples: Handling Greedy Clergy Roles: A Dual Career Example

Stress: Clergy Under Siege

Stress: Pastors under fire: A personal report

Boundaries: “Good Fences Make Good Pastors”

Boundaries: “Why Adulterous Pastors Should Not Be Restored”

Boundaries: Safety in the Therapy Hour

Pastoral Counseling: Professional and Ethical Issues
Pastoral Counseling: Confidentiality and the Pastoral Minister: Duty, Right or Privilege?
Boundaries: In Professional Relationships
Law: Counseling
Law: Hiring and Administrative Safeguards

VI. Course Procedures.

Class Sessions: The size of a required class necessitates the use of the lecture method of teaching. Where appropriate, interactive class activities, class discussions, film, role-play, interviews, and guest lecturers will be utilized to communicate and integrate the subject matter of the course. Reading, writing, peer discussions, research for the team project, and exams will contribute to the learning process.

VII. Evaluation:

A. General Approach: Evaluation is a continuous process. It will take place throughout the semester. Please know that comments and grades are not intended as judgments of you as a person, but rather as a benchmark to let you know how well you are doing at a particular time and the end of the course. Students can achieve the best grade by: (1) Completing assignments in a timely fashion. (2) Full participation in team projects with shared responsibility. (3) Completing assignments consistent with the quality level expected of a graduate student. (4) Demonstrate knowledge and practice of care and counseling skills. (5) Scoring at high levels on the mid-term and final exams.

B. Standards: For successful completion of this course you will be expected to:

1. Think pastorally from a biblical, theological and behavioral science perspective.
2. Know and use listening skills and reflective questions.
3. Learn cooperatively and collaboratively.
4. Apply learnings to the practice of ministry.
5. Analyze assumptions of theories and practices of pastoral care and counseling.
6. Acquire information about Internet resources for pastoral care ministry.

Grading System: Numerical grades will be assigned to each item involved in the evaluation process. A letter grade based upon the accumulation of numerical points will be sent to the registrar at the end of the semester. No grades will be posted or distributed by the instructor. The following percentages are used for determining the letter grade. See the grading scale in the *Grading and Evaluation* section in the Seminary catalog.

Dialogical Reflections:	20% (four reflections)
Team Term Paper	20%
Reading Report	10%

Exam (mid-term)	20%
Exam (final)	30%

Note: Turning in assignments after the time indicated will result in a reduction of the grade points.

D. Incomplete grades. An incomplete will be given only in the case of severe illness or other unusual circumstances. Please be aware that the final decision on receiving permission for an incomplete grade belongs to the Dean of the School of Theology.

E. Course Evaluations: I welcome your observations on how well this course is proceeding. When necessary, we will make mid-course corrections to get as much benefit from the class as possible. If you do not understand something just ask. As you know, there will be a formal opportunity for you to confidentially evaluate the course and me at the end of the semester. I value your participation in the improvements to my teaching and the subject matter taught. Please take this request seriously and approach the opportunity prayerfully and honestly.

“You are your own best teacher. How well you do in school, how much you learn and the grades you get are entirely up to you.” Adam Robinson, *What Smart Students Know*

VIII. Office Hours and Contact Information

Time to talk with the professor about course related matters is available upon request. The office is located in Stanger Hall, Room 406. Telephone: 858-2267. Messages may be left on the voice mail system or with the Pastoral Ministry Administrative Assistant, Ms. Jeanne Glass

IX. Class Schedule *

<u>Week of Study</u>	<u>Date</u>	<u>Units of Study & Resources</u>
Week 1	Feb. 8	Orientation to PM 608, The Servant As Pastoral Care Giver
	Feb. 10	Personal Foundations for Pastoral Care <i>See bolded works on required, Recommended and article lists</i>
Week 2	Feb. 15	The Bible from a pastoral care and counseling perspective

	Feb. 17	The importance of listening in a pastoral conversation: Read: <i>The Lost Art of Listening</i> Pastoral care team research projects
Week 3	Feb. 22	Learning to think like a pastor: Theology from a pastoral care and counseling perspective
	Feb. 24	Learning to think like a pastor Counseling skill practice Attending Behavior
Week 4	Feb. 29	Developing a theory for healing, pastoral conversation. Read and be prepared to discuss: Part I <i>Solution-focused Pastoral Counseling</i>
	March 2	Counseling skill practice: Active Listening Skills
Week 5	March 7	Thinking like a solution oriented pastor Read and be prepared to discuss Part II: <i>Solution-focused Pastoral Counseling</i>
	March 9	Counseling skill practice: The Basic Listening Sequence
Week 6	March 14	Developing a theoretical perspective for Pastoring. Be prepared to discuss: <i>How Your Church Family Works</i>
	March 16	How your church family works Counseling skill practice: Probing
Week 7	March 21	The church as a community of stories and be Prepared to discuss: <i>The Damnation of Theron Ware – Excerpt from the Sandpiper</i>
	March 23	Pastoring during times of suffering. Read: <i>Helping People Through Grief</i> Married students also read: “Shared Sorrow” (on reserve)
Week 8	March 28	Issues in Death and Dying:

		Read: "Grief" article by Burrell Dinkins and Losoney (on library reserve) Video: Walk Me to the Water This is a powerful and moving video and May provoke a good deal of emotion in the viewer
	March 30	Mid-term exam
Week 9	Spring Reading Week	
Week 10	April 11	Crisis Counseling: Post Traumatic Stress Responses Video: Post Traumatic Stress Disorder This video may provoke emotional responses in the viewer
	April 13	Counseling skill practice for crisis situations
Week 11	April 18	Pastoral Visitation including Hospital Visitation Move to after cong. care
	April 20	Congregational pastoral care Read: <i>The Lay-Driven Church</i>
Week 12	April 25	Congregational pastoral care Read: <i>The Lay-Driven Church</i> Move up to after crisis care
	April 27	Boundaries: Read "Boundaries" booklet and "Boundaries for Women" (on reserve) Boundaries lecture (on reserve) Confidentiality letter (on reserve) "A Psychiatrist's View of Transference and Counter-Transference in the Pastoral Relationship (on reserve) Move to last lecture
Week 13	May 2	Pre-marital counseling Read: Samaria Pre-counseling Covenant (on reserve)
	May 4	Marriage counseling
	May 9	Marriage Counseling
Week 14	May 11	Mental Illness and the church

Week 15

Read: Differentiation of Schizophrenia from
“Demon Influence” (on reserve)
“Christian Social Action: Mental Illness”
(on reserve) **Move next to crisis etc**
Video: Understanding Depression
The video may provoke some emotion.
FINAL EXAM

Tuesday May 16 1:00-3:00 pm

* The instructor reserves the right to change the schedule any time during the semester.